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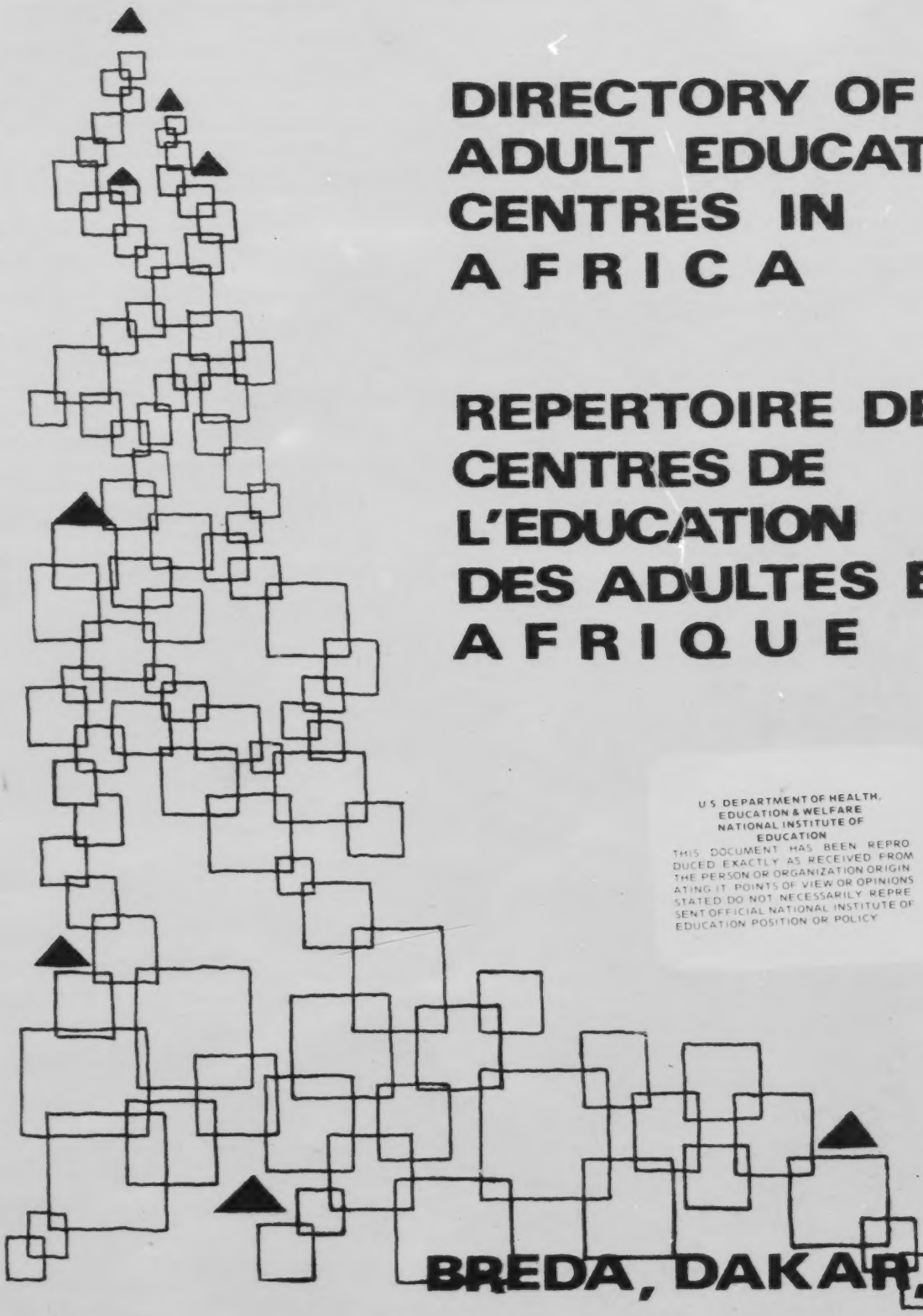
ABSTRACT

The Bureau Regional pour L'Education en Afrique (BREDA) survey, published partly in French, assembled data on the activities of adult education institutions in Africa in order to identify and develop future regional documentation centers. This draft copy of the survey is the first step towards improving international collaboration among documentation centers serving adult education. The survey was formulated through personal staff visits, questionnaires, and studies of the documentation available in Regional Offices of Education. The centers in Cameroon (6 centers), the Congo/Zaire (3 centers), the Ivory Coast (5 centers), Dahomey (1 center), Ethiopia (1 center), Ghana (3 centers) Kenya (3 centers), Madagascar/Malawi (5 centers), Nigeria (22 centers), Sudan (3 centers), Tanzania (8 centers), Uganda (3 centers), and Zambia (6 centers) are covered in the areas of activities, financial resources and publications. The activities section describes the nature of the centers as either those with strong documentation programs, training programs, or information and research programs or as agencies concerned with general or special aspects of adult education. The scope of the adult education programs cover literacy, vocational training, social work, health, agriculture, cooperatives, regional planning and economic development, village studies, language study, and general and continuing education. (JB)

ED103719



DIRECTORY OF ADULT EDUCATION CENTRES IN AFRICA

REPERTOIRE DES CENTRES DE L'EDUCATION DES ADULTES EN AFRIQUE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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BREDA, DAKAR, 1974

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Version préliminaire

DIRECTORY
OF ADULT EDUCATION CENTRES
IN AFRICA

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REPERTOIRE
DES CENTRES DE L'EDUCATION DES ADULTES
EN AFRIQUE

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Published by the

Regional Office for Education in Africa, Documentation and Information Section, P.O. Box 3311, Dakar, Senegal.

June 1974

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Publié par le

Bureau Régional pour l'Education en Afrique, Section de l'Information et de Documentation, Boite Postale 3311, Dakar, Sénégal.

Juin 1974

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INTRODUCTION

A meeting of experts on documentation and information services for Adult Education, organised by Unesco and the International Bureau of Education, took place in Geneva in May/June 1973. The purpose of the meeting was to discuss means of improving international collaboration among documentation centres serving adult education and to establish a system of mutual exchange which might lead to the formation of an international network of documentation centres in the field of adult education.

If a communication network is to be built up between centres, the starting point was to identify the components. Broadly, these were defined as follows:

a) national centres for adult education with strong programmes in documentation;

b) specialised centres, with certain programmes in documentation, such as university departments and training centres;

c) national centres for educational documentation, iformation and research, not specifically dealing with adult education;

d) regional and international specialised centres for adult education as a whole or for some aspect of it;

e) regional and international agencies concerned with education as a whole but having also a commitment to adult education;

f) regional and international agencies, an important part of whose work is concerned with general or special aspects of adult education.

It was recognised during the discussions that, though there are a great number of adult education activities in Africa, very little is known about most of them outside their actual location and hardly any exchange of information seems to take place between them. The BREDA survey, therefore, tried to assemble data on adult education institutions and their activities, these being the users of documentation and information services in the field, and to indentify possible centres which could be developed and serve as regional documentation centres. The survey was carried out through personal staff visits,

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through a questionnaire and by scanning the documentation already available in the Regional Office. The result which is presented in the form of a directory, does not give the complete picture. Many institutes or projects did not send information. They might not even have received the questionnaires. It is hardly possible to give a complete picture on a regional basis if the Nigerian Adult Education Directory alone contains information on 46 national adult education services or projects in Nigeria. Most, or all of the African countries run Literacy classes and campaigns but only a small sample could be included in the survey.

It is hoped, however, that through the publication of the BREDA survey, international exchange of information in the field might be encouraged and also that it might lead to the gathering of more information and finally to the establishing of proper clearing house activities on adult education for the Continent.

The recent creation of a Regional Council for Adult Education and Literacy in Africa (CREAA) might be a very important step towards establishing international information exchange. The Council has its headquarters in Lomé (Togo) where those responsable for Adult Education and Literacy in several African countries came together from 6 to 10 May 1974 to establish the CREAA and formulate its statutes. The objectives of the Council are defined as follows:

- to serve as a liaison between those responsable for adult education and literacy in the different African states in order to facilitate the exchange of information, experience and documents;

- to establish contacts and take steps with a view to creating a Regional Centre for Adult Education and Literacy in Africa South of the Sahara.

The BREDA survey is only a first draft. BREDA would be grateful to its readers for additional information and suggestions, to bring the Regional Office up-to-date on projects and programmes and to point out possible errors. This will lead to the publication of a second version for wider distribution some time this year.

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INTRODUCTION

Une réunion d'experts sur les services de documentation et d'information pour l'Education des Adultes, organisée par l'Unesco et le Bureau International d'Education, s'est tenue à Genève au mois de mai/juin 1973. L'objet de cette réunion était d'examiner les moyens d'améliorer la collaboration internationale entre les centres de documentation s'occupant de l'éducation des adultes et d'organiser entre eux des échanges pouvant conduire à la constitution d'un réseau international de centres de documentation dans le domaine de l'éducation des adultes.

Pour établir entre eux un réseau de communications, il faut commencer par identifier les éléments qui le composeront. En gros, il ont été définis comme suit :

a) centres nationaux pour l'éducation des adultes où le programme de documentation est solidement organisé;

b) centres spécialisés, avec certains programmes de documentation, tels que des départements et centre de formation universitaire;

c) centres nationaux de documentation, d'information et de recherche en matière d'éducation ne s'occupant pas expressément d'éducation des adultes;

d) centres régionaux et internationaux spécialisés dans l'éducation des adultes en général ou dans certains de ses aspects;

e) institutions régionales et internationales s'intéressant à l'éducation dans son ensemble, mais se préoccupant aussi de l'éducation des adultes;

f) institutions régionales et internationales consacrant une partie importante de leurs travaux aux aspects généraux ou à des aspects particuliers de l'éducation des adultes.

On a reconnu, lors des débats que, bien qu'il y ait de nombreuses activités en matière d'éducation des adultes en Afrique, on sait très peu de choses sur la plupart d'entre elles en dehors de leur emplacement actuel et il semble qu'il y ait peu d'échanges d'information entre elles. L'enquête du BREDA, cependant, a essayé de rassembler des données sur les institutions s'occupant d'éducation des adultes et leurs activités, ces institutions étant les usagers des services de documentation et d'information dans ce domaine, et d'identifier

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les centres possibles qui pourraient être développés et servir de centres régionaux de documentation.

L'enquête a été effectuée au moyen d'un questionnaire, de visites de membres du personnel, et de l'étude de la documentation déjà disponible au Bureau Régional.

Le résultat, présenté sous forme de répertoire, n'en donne pas le tableau complet. Plusieurs institutions ou projets n'ont pas envoyé d'informations. Il se peut qu'ils n'aient même pas reçu les questionnaires. Il n'est guère possible de donner un tableau complet sur une base régionale si le répertoire Nigérian sur l'Education des Adultes à lui seul contient des informations sur 46 services ou projets nationaux sur l'éducation des adultes au Nigéria. La plupart ou tous les pays africains organisent des campagnes d'alphabétisation, mais seul un petit échantillon peut être inclus dans l'enquête.

On espère, cependant, que la publication de l'enquête du BREDA pourra encourager les échanges internationaux d'information dans ce domaine et amènera aussi à recueillir davantage d'information et établir finalement des activités de "clearing house" sur l'éducation des adultes pour le Continent.

La création récente d'un Conseil Régional d'Education et d'Alphabétisation des Adultes en Afrique (CREAA) pourrait être une étape très importante vers l'établissement d'échange international d'information. Le Siège du Conseil se trouve à Lomé (Togo) où les responsables de l'éducation et de l'alphabétisation des adultes de plusieurs pays africains se sont réunis du 6 au 10 mai 1974 pour mettre sur pied le CREAA et formuler ses statuts. Les objectifs du Conseil sont définis comme suit :

- servir de trait d'union entre les techniciens d'éducation et d'alphabétisation des adultes des différents états africains afin de faciliter les échanges d'information, d'expériences et de documents entre eux;
- établir les contacts et entreprendre les démarches en vue de la création d'un Centre Régional pour l'Education et l'Alphabétisation des Adultes en Afrique au Sud du Sahara.

L'enquête du BREDA n'est qu'une première ébauche. Le BREDA serait reconnaissant à ses lecteurs de lui fournir des informations et de faire des suggestions supplémentaires, de tenir le Bureau Régional au courant des projets et programmes et de signaler les erreurs possibles. Ce qui permettra la publication d'une seconde version à plus large distribution au courant de cette année.

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BOTSWANA

THE NATIONAL BRIGADES COORDINATING COMMITTEE
Ministry of Education
Gaborone, Botswana

No information received.

THE SCHOOL OF ADULT LEARNING
UBLS
P.O. Box 71
Gaborone, Botswana

No information received.

CAMEROON/CAMEROUN

SERVICE DE L'ANIMATION URBAINE
ET DE L'EDUCATION POPULAIRE
Direction de la Jeunesse
Ministère de la Jeunesse et des Sports
Yaoundé, Cameroun

ACTIVITES

Les principales activités sont:

- cours d'alphabétisation
- éducation populaire : civisme, puériculture, arts ménagers, élevage, jardinage, artisanat, dactylographie, hygiène, secourisme.

Dans le domaine des activités énumérées ci-dessus, on distribue aux animateurs des livrets d'alphabétisation du 1er, 2e et 3e degrés ainsi que des brochures et revues servant de démonstration pour les différents thèmes relatifs aux activités en cause. Un journal mensuel intitulé "SERVIR" qui relate les activités de l'Education Populaire et des Cours d'Alphabétisation, est distribué aux instructeurs, animateurs et élèves-adultes.
Le Cameroun étant bilingue, on utilise le français et l'anglais comme langues de communication pour les cours. Cependant les animateurs ne manquent pas d'employer la langue nationale pour une bonne interprétation des cours. Toutes les institutions s'occupant de l'éducation des adultes sont créées par décrets ou par les statuts du Parti Politique National.

RESSOURCES FINANCIERES

Toutes les activités de l'éducation des adultes sont en quasi-totalité soutenues par le Gouvernement et le Parti Politique National. Les Mouvements de la Jeunesse, les Associations d'Education Populaire et les Institutions confessionnelles participent d'une façon très modeste.

PUBLICATIONS

"SERVIR", journal mensuel, Ministère de la Jeunesse et des Sports; matériel d'enseignement pour les cours d'alphabétisation.

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CAMEROON/CAMEROUN

SOCIETE GENERALE DE DEVELOPPEMENT DES ZAPI
(ZONES D'ACTIONS PRIORITAIRES INTEGREES) DU CENTRE-SUD
B.P. 4083
Yaoundé, Cameroun

ACTIVITES

Les activités de la société se sont concentrées sur le développement de l'agriculture et se composent de :

- animation et encadrement des planteurs
- opérations de développement (points d'eau, écoles rurales, pro-pharmacie)
- études spécifiques et leur publication
- approvisionnement des planteurs en biens de première nécessité
- toutes les opérations de commercialisation des produits.

On utilise le français et la langue nationale dans les communications et le français dans les publications. Les activités sont généralement communes pour les hommes et les femmes, mais on organise aussi les séminaires de formation spécialement pour un groupe d'hommes ou de femmes. Le Décret de Septembre 1972 définit le statut de la société.

RESSOURCES FINANCIERES

Subvention du Gouvernement et ressources propres de la société.

PUBLICATIONS

1. A.M. Kaptue et J.R. Ondjii, Société Régionale de Développement des ZAPI du Centre-Sud, note de présentation, Yaoundé, 1973.
2. Etude pour une extension de la ZAPI de Zoetele, ZAPI Centre-Sude, Entreprise de progrès local, Zoetele (1970).
3. Etude de la production vivrière dans la ZAPI de Zoetele, Mission régionale des ZAPI Centre-Sud, service d'études et de production, ZAPI de Zoetele, 1970.
4. Etude de la production vivrière dans la ZAPI de Mengueme, Mission régionale des ZAPI du Centre-Sud, service d'études et de production, ZAPI de Mengueme, 1969.
5. Mission régionale des ZAPI, Centre-Sud : étude sommaire de l'arrondissement de Ngoule Makong.
6. Décret n° 72/448 du 2 Septembre 1972.

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CAMEROON/CAMEROUN

ASSOCIATION POUR LA FORMATION DES CADRES
DE L'INDUSTRIE ET DE L'ADMINISTRATION
B.P. 438
Douala, Cameroun

ACTIVITES

L'Association pour la Formation des Cadres de l'Industrie et de l'Administration (AFCA) se met à la disposition de la République Unie du Cameroun pour la réalisation des programmes, méthodes et cours conçus et appliqués pour le perfectionnement des artisans et des chefs de petites et moyennnes entreprises et des Agents d'encadrement de l'Industrie, du Commerce et de l'Administration. Cela concerne des stages de formation et de perfectionnement d'agents déjà en poste dans les entreprises privées (relations humaines, comptabilité, gestion financière, gestion des stocks, gestion du personnel...). Les activités sont définies par la Convention entre le Gouvernement de la République Unie du Cameroun et l'AFCA.
La langue française est utilisée dans les activités.

RESSOURCES FINANCIERES

FAC et les entreprises privées.

PUBLICATIONS

Programmes de formation, comptes-rendus d'activités.
Convention du 9.2.1973. Yaoundé, 1973. 4 p.

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CAMEROON/CAMEROUN

SOCIETE INTERNATIONALE DE LINGUISTIQUE
B.P. 1299
Yaoundé, Cameroun

ACTIVITES

La S.I.L. a entrepris au Cameroun la réalisation d'un programme de travail qui comprend les trois domaines suivants :

1. La recherche linguistique :

   - étude approfondie d'un certain nombre de langues indigènes
   - étude comparative de ces langues
   - collecte de matériaux tels que chants et autres documents relevant du folklore spécifique aux communautés linguistiques faisant l'objet des recherches menées par la S.I.L.
   - enregistrement de ces langues sur bande magnétique
   - recueil de données ethnographiques des peuples concernés

2. Alphabétisation et traduction de la Bible :

   la S.I.L. s'intéresse à ce que cette recherche ait une utilité pratique. C'est pourquoi les projets suivants sont inscrits à son programme de travail :

   - fournir des alphabets, des syllabaires et des livres de lecture dans les langues où de tels ouvrages n'existent pas
   - traduire la Bible ou des extraits de celle-ci, en tenant compte des besoins locaux

3. Cours de formation linguistique

   De temps en temps la S.I.L. donne un cours de formation en linguistique descriptive à l'intention des intéressés. Ces cours ont lieu en Afrique de l'Ouest depuis 1963.

Collaboration avec d'autres organismes

La S.I.L. est affiliée à l'Université du Cameroun, à l'Université d'Abidjan, à l'Université du Ghana, à l'Université du Nigéria, Nsukka, et à l'Université Ahmadu Bello, Zaria, Nigéria. En effectuant ses projets, la S.I.L. coopére étroitement avec tous ceux qui s'intéressent

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aux langues de l'Afrique de l'Ouest. En ce qui concerne la traduction de la Bible, la S.I.L. coopére avec les sociétés bibliques et avec toutes les églises et les missions s'intéressant à une langue particulière.

Réalisation des projets sur le terrain

Pour chaque langue étudiée, une équipe formée de deux membres de la S.I.L. vit dans un village où la langue est employée, et apprend à la parler. Les équipes passent normalement une période de cinq ou six mois dans un village, puis viennent à un centre pour analyser les matériaux qu'elles ont receuillis. Ensuite, après une période de repos, l'équipe retourne au village pour un autre séjour de six mois.
L'anglais et le français sont utilisés pour les communications entre les équipes, mais chaque membre essaie de parler la langue locale.

RESSOURCES FINANCIERES

Les donations des individuels et des groupes chrétiens.

PUBLICATIONS

De temps en temps les membres de la S.I.L. publient des livres d'alphabétisation et des articles linguistiques.

- S.I.L. Accord de coopération scientifique entre l'Université Fédérale du Cameroun et la S.I.L. Signé en Février et Mars 1969. Yaoundé, 1969. 1 p.

- S.I.L. Résumé de son programme de travail. Yaoundé. 1 p.

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CAMEROUN / CAMEROON

INSTITUT PANAFRICAIN POUR LE DEVELOPPEMENT
Ecole des Cadres
B.P. 4078
Douala, Cameroun

ACTIVITES

L'Institut Panafricain pour le Développement dont le Siège est en Suisse, est une organisation indépendante non lucrative qui mobilise des ressources pour la formation des cadres africains pour le développement. Elle coopère avec les gouvernements de divers pays d'Afrique.

L'Institut a trois activités principales : deux collèges de formation et un centre de recherches, tous situés au Cameroun.

Le Collège francophone, Ecole des Cadres, a été établi en 1965, pour les pays francophones d'Afrique. Il offre un cours multi-disciplinaire de développement d'une durée de deux ans y compris des études sur le terrain, spécialisation dans l'administration de coopératives et du commerce, planification et développement économques, animation rurale et éducation populaire.

Les cours concernant le développement intégré ou la coopération inter-départementale, mettent l'accent sur le développement rural. Les cours sont destinés spécialement pour le personnel des services suivants :

- développement communautaire et rural
- extension agricole, réadaptation sur le terrain, etc.
- administration des services de la planification régionale et du développement économique
- coopératives et commerce d'importance moyenne
- éducation des adultes et programmes pour la jeunesse
- programme pour les femmes et la santé
- des moniteurs dans tous les domaines ci-dessus

Le cours commence par des sessions d'orientation. Ensuite les premiers cinq mois sont consacrés à une série de cours et de discussions dans les domaines suivants :

- sociologie et anthropologie sociale
- développement communautaire et participation populaire
- économique agricole
- coopératives
- théorie et pratique des moyens de communication
- développement et planification économiques

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CAMEROUN / CAMEROON

Ces sujets sont en relation avec une série d'études sur le terrain, telles que :

- étude familiale (l'étudiant doit vivre avec une famille de paysans pour une semaine)
- étude village (un petit groupe d'étudiants travaillent ensemble sur un problème villageois pour deux semaines)
- étude zone ou région (un groupe plus important d'étudiants travaillent ensemble pour trois semaines environ)

L'Institut a un statut consultatif avec les Nations Unies. L'OCAM (Organisation Commune Africaine et Malgache) a passé une résolution exigeant des gouvernements membres de donner leur support à l'Institut. Un accord a été signé par le gouvernement du Cameroun accordant le statut international à l'Institut à l'intérieur de la République Unie du Cameroun.

RESSOURCES FINANCIERES

Les fonds proviennent de différentes sources, principalement de l'assistance technique, des gouvernements européens et nord-américains, et des fondations.

PUBLICATIONS

Pas d'information.

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CAMEROON / CAMEROON

PAN AFRICAN INSTITUTE FOR DEVELOPMENT
Du Sautoy College
P.M.B. 7
Buea (S.W. Province), Cameroon

ACTIVITIES

The Pan African Institute for Development with a head office in Switzerland, is an independent non-profit organisation which assembles resources to provide training for African development staff personnel in cooperation with the governments of various countries of Africa.

The Institute actually has three major African activities: two training colleges and a research centre, all located in bi-lingual Cameroon:

- The French Speaking College, Du Sautoy College, founded in 1969, serves anglophone Africa. It offers a one-year multi-disciplinary course, including field studies and appropriate specialisations.

- The Applied Research Study Centre, designed to undertake research and evaluation programmes closely related to the training patterns of both colleges, considering both anglophone and francophone needs and experience.

The courses are concerned with "integrated development" or inter-departmental cooperation, and place emphasis on rural development. The courses are designed especially for personnel from the following services:

- community and rural development
- agricultural extension and resettlement etc.
- administration concerned with regional planning and economic development
- co-operatives and small-scale business
- adult education and youth programmes
- health and women's programmes
- trainers in all the above fields

The course itself begins with several orientation sessions. Following this short introductory period, the first five months are devoted to a series of basic lectures and discussions to provide a "common core" of ideas in the fields of:

- sociology and social anthropology
- community development and popular participation
- agricultural economics

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CAMEROON / CAMEROON

- co-operatives
- communication theory and application
- economic development and planning

These subject-areas are closely related to a progressive series of field studies such as the following:

- Family Study - (Individual students living with a rural family for one week)
- Village Study - (A small group of students working together on village problems for two weeks)
- Zone or Area Study - (A larger group of students working together for approximately three weeks)

Lectures, films, seminars, group discussions, field studies, and case-study methods are all used at Du Sautoy College. Independent research in the library, or via other resources, is always encouraged.

The emphasis in field studies is primarily on fundamental practical studies of the environment together with analysis of the development potential and such development projects as are taking place. In class, theory is increasingly introduced in direct relation to the field studies and the students' own previous work experience.

FINANCIAL RESOURCES

Finance comes from a wide variety of sources, mainly through the technical assistance of European and North-American Governments, trusts and foundations.

PUBLICATIONS

No information.

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CONGO

DIRECTION DE L'EDUCATION PERMANENTE
ET DE L'ALPHABETISATION
Ministère de l'Enseignement Primaire et Secondaire
B.P. 661
Brazzaville, République Populaire du Congo

ACTIVITES

La structure des Services Nationaux d'Alphabétisation et de l'Education des Adultes est établie par l'arrêté du Ministère de l'Education Nationale. Les activités se composent de cours d'alphabétisation, de l'éducation socio-économique, d'émissions radiodiffusées et de l'édition d'un mensuel "SENGO" à l'intention des néo-alphabètes. Les activités s'addressent aussi bien aux hommes qu'aux femmes avec un peu plus d'accent sur le rôle de la femme au foyer (éducation et nutrition des enfants, enseignement ménager, etc.).
La langue utilisée est le français. Cependant, les émissions éducatives socio-économiques se font en 3 langues : françois, lingala, et monokotouba (langues nationales).

RESSOURCES FINANCIERES

Budget de l'Etat. Il y a aide multi-latérale et bi-latérale en matériel (e.g. lampes à pression, matériel d'impression).

PUBLICATIONS

1. Décret n° 65/242 du 16.9.1965 portant adoption de la Recommandation n° 58 aux Ministres de l'Instruction Publique concernant l'Alphabétisation et l'Education des Adultes à la 28ème Conférence Internationale de l'Instruction Publique.
2. Arrêté n° 1021 du 7.7.1965 portant structuration des Services Nationaux d'Alphabétisation et de l'Education des Adultes.
3. Périodique mensuel "SENGO" (organe congolais de presse rurale), Direction de l'Education Permanente et de l'Alphabétisation.
4. Journée Internationale d'Alphabétisation, Table Ronde du 8 Septembre 1972. 75 p.
5. Alphabétisation fonctionnelle, premier stage opérationnel; formation des responsables d'alphabétisation pour la confection de documents pédagogiques et la réalisation de la presse rurale, Kinkala, 1973. n.p.
6. Buku ya pea na bibila (livre de texte pour les cours d'alphabétisation).

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COTE D'IVOIRE

DIRECTION DE LA JEUNESSE ET DES
ACTIVITES SOCIO-EDUCATIVES
Ministère de la Jeunesse, de l'Education
Populaire et des Sports
B.P. 4051
Abidjan, Côte d'Ivoire

ACTIVITES

Les activités sont de trois genres :

- campagne nationale d'alphabétisation (1971-1974) dont 98 centres publics et 17 centres privés
- ouverture de foyers féminins; en 1973 il y en avait 63 où on a organisé pour les femmes des cours en éducation de base et en éducation nutritionnelle et sanitaire
- centres culturels pour les activités culturelles et les activités de loisirs.

On a organisé aussi 2 séminaires et stages de recyclage en alphabétisation, soulignant l'alphabétisation fonctionnelle. Les activités des foyers féminins sont adressées spécialement aux femmes mais les autres activités sont communes pour tout le monde.
Le Décret Présidentiel de Novembre 1972 détermine les attributions du Ministère de tutelle.
Le français est utilisé pour toutes les communications.

RESSOURCES FINANCIERES

Budget de l'Etat.

PUBLICATIONS

1. "CONTACTS", Bulletin Technique de liaison des Foyers Féminins, Direction de la Jeunesse et des Activités Socio-Educatives.
2. "Projet multi-média", Alphabétisation Fonctionnelle, programme de la Campagne d'Alphabétisation Fonctionnelle, Direction de la Jeunesse et des Activités Socio-Educatives.
3. Décret n° 72-744 du 24 Novembre 1972, déterminant les attributions du Ministre de la Jeunesse, de l'Education Populaire et des Sports (Journal Officiel N° 56 du 7.12.1972, p. 1910).

COTE D'IVOIRE

INSTITUT AFRICAIN POUR LE
DEVELOPPEMENT ECONOMIQUE ET SOCIAL (INADES)
B.P. 8008
Abidjan, Côte d'Ivoire

ACTIVITES

Les activités de l'INADES s'orientent vers le développement urbain et rural en mettant l'accent sur le milieu rural par les moyens suivants : éducation des agriculteurs, alphabétisation, formation de cadres moyens par correspondance et sous forme de sessions. L'Institut a trois divisions :

1. Le Département de Recherche

Des spécialistes dans des domaines variés entreprennent des recherches et des études classiques et aussi se chargent de la recherche sous contrat avec des institutions d'éducation supérieure, des sociétés commerciales et des gouvernements dans le domaine de l'économie, de la sociologie et de la médecine.

2. Bibliothèque et Documentation

Elle fournit de la documentation aux départements de l'INADES qui en ont besoin pour l'entreprise des études et recherches. La bibliothèque contient 25 000 ouvrages et un service qui dépouille 300 revues reçues régulièrement. Ceux qui travaillent pour le développement sont souvent démunis de moyens pour se documenter sur certains sujets. INADES-Documentation se met à leur disposition pour leur fournir les références d'ouvrages ou des documents. Elle publie, en outre, des bibliographies.

3. INADES-Formation

Elle a une vocation panafricaine. Après s'être limitées jusqu'à une date récente aux pays francophones, ses activités s'étendent à présent aux pays de langue anglaise. INADES-formation s'applique surtout au développement rural économique et social. On vise à ce que les sociétés rurales en viennent à opérer par elles-mêmes leur transformation culturelle. Il y a plusieurs cours à distance (correspondance) : le cours d'apprentissage agricole s'adresse aux adultes qui vivent de leur travail dans l'agriculture ou l'élevage, ou aux jeunes qui s'y préparent directement. Il se répartit en 4 série :

- agriculture et élevage
- l'entreprise agricole et ses productions
- le métier d'agriculteur, initiation à l'économie de l'entreprise agricole
- la vulgarisation agricole

le cours est écrit en français simple et peut être facilement traduit dans les langues locales.

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COTE D'IVOIRE

Le cours d'initiation au développement est destiné aux cadres exerçant des responsabilités dans les différents secteurs du développement, spécialement dans les zones rurales et l'action régionale. Son programme, étalé sur deux ans, vise à donner une formation socio-économique générale. La première partie est intitulée : l'Afrique en mutation; la seconde : la dynamique du développement. INADES-formation organise aussi des séminaires de trois à six jours pour : regrouper les correspondants sans les éloigner de leur milieu et de leurs préoccupations; favoriser une rencontre entre tous ceux qui partagent une responsabilité dans le développement rural de la région.
D'autres programmes sont:"Femmes des villages d'aujourd'hui", cours de correspondance renforcés par des schémas de réunions et la publication d'un bulletin "AGRIPROMO".
Les langues utilisées sont le français, le kilundi, les langues locales et l'anglais.

INADES a des bureaux nationaux d'INADES-formation dans les pays suivants :

INADES
B.P. 2520
Bujumbura / Burundi

INADES
B.P. 5
Douala / Cameroun

AGRI-SERVICE-ETHIOPIE
B.P. 3406
Soddo-Wollamo, Ethiopie

INADES
B.P. 3
Dapango, Togo (pour le Togo et la Haute-Volta)

INADES
B.P. 866
Kigali / Rwanda

INADES
B.P. 3096
Kinshasa / Zaïre

Pour tous les autres pays s'adresser à INADES-formation à Abidjan, Côte d'Ivoire.

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COTE D'IVOIRE

PUBLICATIONS

- Cours d'apprentissage agricole
  - série : agriculture et élevage (10 fascicules)
  - série : l'entreprise agricole et ses productions (20 fascicules)
  - série : le métier d'agriculteur (9 fascicules)

- Cours de perfectionnement agricole (13 fascicules)

- Cours d'initiation au développement (10 fascicules)

- Femmes des villages d'aujourd'hui (11 fascicules)

- Documents agricoles (6 fascicules)

- Publications diverses
  - géographie économique de l'Afrique
  - Connaître le milieu rural (sous presse)
  - Agripromo

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COTE D'IVOIRE

INSTITUT AFRICAIN POUR LE DEVELOPPEMENT
ECONOMIQUE ET SOCIAL (INADES)
B.P. 8008
Abidjan, Côte d'Ivoire

ACTIVITIES

INADES assigns itself the task of contributing to the promotion of man by seconding the voluntary efforts of societies which wish to renew their economic, social and cultural models. It had opted for activities in both rural and urban areas with real priority given to rural areas. INADES has three divisions:

1. Department of Research
This department is made up of specialist in different fields who, in addition to downright classical research and publications, sell their services to Institutions of Higher Learning, Companies and Governments. The fields covered by this department are Economics, Sociology and Medicine.

2. Library and Documentation
This department is to furnish to the different departments of INADES the documentation they need to carry out their assignments (research, printing of courses, preparation of seminars, etc.) and to propose to all who so desire the consultation of documents. The department specialises in sociology and ethnology, economics and development problems, law and politics, philosophy and psychology, agriculture, linguistics and theology.

3. INADES-Training
This department comprises of the Correspondence Institut and Service Féminin (SEF).

Correspondence formula has been adopted because it assures a geographical and sociological extension. In addition it has many economic and psychological advantages and does not demand the learner to abandon his everyday work.

Cadre-Service-Afrique (CSA)
The oldest section of the correspondence Institute is the Cadre-Service. Created in 1962, it prepares and diffuses courses in Political Economy, Development and Plan, and Sociology. The courses are offered to various African trained workers in different sectors: agriculture, industry, teaching, administration.

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COTE D'IVOIRE

Agri-Service-Afrique (ASA)
This section gives courses in agriculture to the rural world proper. These courses are professed in a simple manner in booklet form. They are addressed to farmers with little or no education, to agricultural assistants or aids and village level workers, teachers, adult educators and literacy campaigners and the religious. The correspondence courses are complemented with seminars. Overall aim of ASA is to train a complete farmer, head of his own enterprise.

Service Féminin (SEF)
This section, created 1967, opted from the very start completely and unequivocally for rural animation. The Service planned out, tested and published a programme, and a teaching instrument in form of booklets and pictures, sustained by regular correspondence and seminars, which constitute a follow-up, for the promotion of village women. The booklets are not directly used by village women, but are rather at the disposal of those who want to help in the promotion of these village women. Sent at the same time as these booklets are washable posters on which the illustrations in the booklets are reproduced for use in groups. In addition, aide-mémoire pictures reproducing the central theme of each booklet are made available for distribution to members of the group.

Relay Stations
A relay is an on-the-spot representative of INADES. First it meant any person or organisation following up the student in his work, but later it became a branch-office of INADES on a national level looking completely (corrections, visits, adaptations, ...) after the students of INADES in the country in question. For the addresses of relay stations, see the list in INADES French text.

FINANCIAL RESOURCES

INADES-Training activities are financed by Zentralstelle für Entwicklungshilfe and Misereor (Federal Republic of Germany), la Coopération française, la Commission des Communautés Européennes, Développement et Paix (Canada), Oxfam (Great Britain), le Comité Catholique contre la faim et pour le développement (France) as well as by some private persons.

PUBLICATIONS

See INADES French list.

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COTE D'IVOIRE

SOCIETE INTERNATIONALE DE LINGUISTIQUE
B.P. 8857
Abidjan-Cocody, Côte d'Ivoire

ACTIVITES

La Société Internationale de Linguistique est la filiale francophone du Summer Institute of Linguistics, Inc. Association. Sans but lucratif elle travaille dans les groupes linguistiques minoritaires. Ses plus de trois mille membres sont à l'oeuvre dans plus de vingt cinq pays du monde.
En Afrique la S.I.L. travaille au Ghana, Togo, Nigéria, Cameroun, en Ethiopie et en Côte d'Ivoire où elle poursuit actuellement des recherches dans neuf langues du pays.
En 1968, un accord a été conclu avec l'Université d'Abidjan. La liaison entre la Société et l'Université est assurée par l'Institut de Linguistique Appliquée. C'est sur cette base officielle que la S.I.L. a commencé son travail en 1970.
Les objectifs principaux de la S.I.L. sont :

- étude des langues n'ayant pas de tradition écrite
- avancement culturel des peuples qui les parlent en créant des orthographes, par alphabétisation et par la traduction d'ouvrages éducatifs et bibliques

Activités prévues pour 1974

Mars : séminaire pour la finalisation des descriptions phonologiques des langues abidji, bété, godié, loron, tépo et wobé.

Juillet : cours d'introduction à la linguistique et à la traduction pour africains.

Décembre: séminaire de traduction pour toutes les équipes. Nouvelle équipe : la S.I.L. espère placer une deuxième équipe de linguistes dans une ethnie ivoirienne dans le courant de l'année.

La langue française est utilisée pour les communications entre les équipes, mais c'est la spécialité de la société de mettre par écrit et d'utiliser les langues locales.

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COTE D'IVOIRE

RESSOURCES FINANCIERES

Chaque membre de la société est soutenu par ses amis et l'église de son pays d'origine.

PUBLICATIONS

- Statuts et organisation de la Société Internationale de Linguistique. 2 p.
- Accord conclu entre l'Université d'Abidjan et la Société Internationale de Linguistique. Abidjan, Juin 1968. 2 p.
- S.I.L. Côte d'Ivoire : rapports annuels.

Publications scientifiques

Bearth, Thomas	Dimension de l'emphase en toura. Communications au congrès de la SLAO, mars 1970, SIL multicop. 17 p.
	Etude instrumentale des tons du toura Cahiers Ferdinand de Saussure, vol. 24, 1968, p. 30-43
	L'Enoncé Toura SIL Norman (Oklahoma) 1971, (Thèse de doctorat, Univ. de Genève).
	(éd.) Glossaire français-anglais de terminologie courante en linguistique descriptive SIL, Stokenchurch, Angleterre, 1972.
	Phrase et discours en toura Cahiers Ferdinand de Saussure, vol. 25, 1969, p. 67-83.
	La structure d'information du toura I et II, SIL, Abidjan, 1973.
Bearth, Ilse	Modèles de discours dans les contes toura SIL, Abidjan, 1973.
Bolli, Margrit	Analyse prosodique du mot phonologique en dan (blossé) SIL, Abidjan
Bolli, M. et Flik, Eva	Phonologie du dan Ed. préliminaire, SIL, Abidjan.
Dawson, Keith	Remarques sur la négation en tépo krou SIL, Abidjan, 1973.

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COTE D'IVOIRE

Gratix, Carol — Narratif godié — SIL, Abidjan

Hofer, Verena — Types et séquences de propositions en wobé SIL, Abidjan, 1973.

Leenhouts, Inge — Le recouvrement dans le discours loron SIL, Abidjan, 1973.

Link, Christa — Unités du discours wobé — SIL, Abidjan, 1973.

Marchese, L. — Représentation du temps en godié — SIL, Abidjan, 1973.

Person, Ingrid — Proposition en loron — SIL, Abidjan, 1973.

Publications culturelles

En toura :

Contes toura SIL, Abidjan, 1974, 33 p.

Comment rester en bonne santé SIL, Abidjan, 1972, 35 p.

Syllabaire toura éd. préliminaire, SIL, Abidjan, 1970, 50 p.

Syllabaire toura éd. révisée, SIL, Abidjan, 1974, 49 p.

En yacouba :

Contes yacouba SIL, Abidjan, 1972, 83 p.

Syllabaire yacouba Premier livre. SIL, Abidjan, 1973, 58 p.

Syllabaire yacouba Deuxième livre. SIL, Abidjan, 1973, 61 p.

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COTE D'IVOIRE

CENTRE NATIONAL DE PROMOTION DES
ENTREPRISES COOPERATIVES (CENAPEC)
Bingerville, Côte d'Ivoire

Pas d'informations reçues.

CENTRE DE PERFECTIONNEMENT AUDIO-VISUEL
Abidjan, Côte d'Ivoire

Pas d'informations reçues.

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DAHOMEY

DIRECTION GENERALE DE LA CULTURE
ET DE L'EDUCATION POPULAIRE
Ministère de l'Education Nationale
Porto-Novo, Dahomey

ACTIVITES

La Direction organise des cours d'alphabétisation fonctionnelle pour la population rurale dans les provinces de l'Ouémé, du Borgou et du Mono. Cette alphabétisation embrasse les domaines tels que la nutrition, l'hygiène, les méthodes culturales, le civisme. Elle a permis de concevoir au niveau de la Direction Générale de la Culture et de l'Education Populaire, la Presse Rurale qui doit pouvoir maintenir et entretenir les connaissances acquises en lecture par ces adultes.
Un journal rural "NBUKE" a commencé sa parution au début de l'année 1974 en Fon et Yoruba.

RESSOURCES FINANCIERES

Budget de l'Etat.

PUBLICATIONS

"NBUKE", journal rural, Ministère de l'Education Nationale.

ETHIOPIA / ETHIOPIE

THE DIRECTORATE OF ADULT EDUCATION & LITERACY
Ministry of Education and Fine Arts
Addis Ababa, Ethiopie

ACTIVITES

To eradicate illiteracy by teaching Adults to read and write in the National Language (Amharic). The "Work-Oriented Adult Literacy Project" helps Adults understand the significance of education and inculcate in them the desire to further studies and inquiries by continuing their education through Adult Evening Classes. To give them practical studies as: simple Arithmetic and Vocational subjects; General knowledge in Social Studies; Civics; Geography; History; Health Education; Farming. Training to voluntary teachers in their respective provinces is co-ordinated and dispensed by Provincial Literacy Officers.

FINANCIAL RESOURCES

Government Budget, part of the National Development Plan; Sponsorship and practical assistance of Unesco and UNDP for the Work-Oriented Adult Literacy Project.

The proclamation of 1955 declaring the necessity for Universal fundamental Education was the formal decree on the eradication of illiteracy. This proclamation made the Ministry of Education the Official organ through which the Adult Literacy Programmes were to be conducted and co-ordinated.

PUBLICATIONS

1. Texts and various reading materials published by participating organisations
2. Ministry of Education and Fine Arts, Adult Education and Literacy Division: Adult Education and Literacy Syllabus, Addis Ababa, 1967 and 1969.
3. A hand book for provincial literacy officers
4. Booklets and Pamphlets on Hygiene, Farming, Home keeping and Child care
5. A newspaper for new literates

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ETHIOPIA/ETHIOPIE

EXTENSION DIVISION
Haile Sellassie I University
P.O. Box 1176
Addis Ababa, Ethiopie

ACTIVITIES

The Programme of the Extension Division is to train people on diploma and degree levels in fields such as education, arts, business, law. The Division is established by Faculty Council Legislation. English is the language mostly used.

FINANCIAL RESOURCES

State Budget.

PUBLICATIONS

Adult Education Newsletter, Extension Division, Haile Sellassie I University. Irregular.

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GHANA

INSTITUTE OF ADULT EDUCATION
University of Ghana
P.O. Box 31
Legon, Ghana

ACTIVITIES

The Institute of Adult Education is an integral part of the University of Ghana. The main objectives of the Institute are:

- to assist persons who did not have the opportunity for full time education to gain academic and vocational qualifications
- to promote general education
- to organise refresher courses for some selected personnel in organisations
- to provide courses in adult education as a discipline

The Institute provides courses for General Certificate of Education, for part-time degree programme and for Post-Graduate Diploma in Adult Education for persons engaged as training offices, adult teaches in various fields, extension and personnel officers, organisers of voluntary organisations and offices in community development. The Institute runs also short residential courses, the most famous being the "Annual New Year School" generally held December 28 - January 6. Topics of the School are of international interest, e.g. the topic for last year was "Adult Education and Man's Environment - the Next Quarter Century". The Institute runs correspondence courses aimed at the West African Examinations Council G.C.E.(OL) subjects and a few courses in advanced level subjects.

Research activities include evaluation of programmes run by the Institute's individual staff projects.

The language of instruction is English.

FINANCIAL RESOURCES

Government annual grant and other fees and charges.

PUBLICATIONS

1. Programme of Studies and Activities. Institute of Adult Education, University of Ghana, Legon, 1973.
2. Adult Education in Ghana. A study of the Institute's GCE programmes. Institute of Adult Education, University of Ghana.

GHANA / GUINEE

INSTITUTE OF LINGUISTICS
P.O. Box 378
Tamale, N.R., Ghana

GUINEE

SECRETARIAT D'ETAT A L'IDEOLOGIE, A
L'ALPHABETISATION ET AU TELE-ENSEIGNEMENT
Conakry, Guinée

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HAUTE-VOLTA

ASSOCIATION FRERES DES HOMMES
(Mouvement d'Action Sociale et de Développement)
B.P. 156
Ouagadougou, Haute-Volta

ACTIVITES

L'Association organise les activités suivantes :

- cours d'alphabétisation fonctionnelle pour les adultes (hommes)
- cours d'éducation sanitaire pour les jeunes mères (avec démonstration)
- creusage de fruits
- coopérative de pêche
- développement agricole en collaboration avec l'Organisme Régional de Développement de Ouagadougou

La langue mooré est utilisée en 1ère année et le français en 2ème année des cours. Il y a des activités séparées pour les hommes et pour les femmes. L'Association Frères des Hommes fut fondée en France en 1901.

RESSOURCES FINANCIERES

Personnes et organisations privées européennes.

PUBLICATIONS

Pas d'informations.

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KENYA

DIVISION OF ADULT EDUCATION
Ministry of Co-operative and Social Services
Gill House
Government Road
P.O. Box 30.276
Nairobi, Kenya

ACTIVITIES

The Division's main concern is to fight the war against illiteracy and to awaken the entire population to the need for change and self-improvement. The activities comprise of nation wide Literacy Campaign Programmes incorporating the national development programmes. The language used in the programmes are English, Kiswahili and local languages. The activities are defined by a Constitution.

FINANCIAL RESOURCES

Budget of the Centrral Government.

PUBLICATIONS

1. Adult Education Newsletter. Ministry of Co-operatives and Social Services.

2. Literacy Programme in Kenya. A guide to functional literacy teaching. Division of Adult Education, Ministry of Co-operatives and Social Services, Nairobi, 1973.

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KENYA

THE INSTITUTE OF ADULT STUDIES
University of Nairobi
P.O. Box 30.197
Nairobi, Kenya

ACTIVITIES

The involvement of the University in Adult Education is one part of its total commitment to national development. To extend its influence to the community as a whole the University of Nairobi has established the Institute of Adult Studies whose main objectives are:

- to help create a better understanding between the highly educated minority and the majority of people
- to help create an informed public opinion and enrich the cultural life in rural areas
- to engage in research and training in adult education, especially for those who are involved in training others and generally to co-operate and aid other bodies involved in adult education

The Institute of Adult Studies comprises of the following departments:

- The Adult Studies Centre, which runs "tailor-made" courses varying from weeks to three months for specialised groups, such as adult educators, municipal and County Councillors, Members of Parlament, Welfare and Development Officers, Women leaders etc.

- The Extra-Mural Division, which offers evening classes and a variety of weekly lecture-courses, one-day to one-week seminars etc. mainly in small rural towns. The resident staff, with the help of part-time teachers drawn mainly from the locality, organise courses for farmers, traders, teachers, local councillors; help in training literacy teachers, etc. Emphasis is being diverted towards rural animation and development.

- The Correspondence Course Unit, which provides up-grading courses for primary school teachers with inadequate qualifications. A programme of mass rural education, aimed at rural families, is in the process of being prepared. Other proposed correspondence courses are those aimed at small businessmen, and the provision of the first degree through external studies. At present the Unit offers courses in 7 subjects, which are supplemented by daily radio programmes.

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KENYA

- Training and Research, which are high up in the Institute's priorities. This Unit is involved in the introduction of adult education in Teachers' Colleges and in helping different Ministries and other agencies in the training of their adult educators. Its major training programme is the One-Year Diploma Course in Adult Education. The Unit is involved in stimulating and promoting research in adult education among members of the Institute.

FINANCIAL RESOURCES

Budget of the University.

PUBLICATIONS

No information.

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KENYA / LESOTHO

THE KENYA BOARD OF ADULT EDUCATION
P.O. Box 30.547
Nairobi, Kenya

PUBLICATIONS

Kenya Journal of Adult Education, Kenya Board of Adult Education.

PARTNERSHIP FOR PRODUCTIVITY
Kakamega, Kenya

THE REGIONAL COUNCIL FOR EDUCATION
P.O. Box 45.869
Nairobi, Kenya

THE KENYA NATIONAL COUNCIL OF SOCIAL SERVICE
P.O. Box 7628
Nairobi, Kenya

LESOTHO

THE SCHOOL OF ADULT LEARNING
University of Botswana, Lesotho and Swaziland
Roma, Lesotho

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LIBERIA

UNIVERSITY OF LIBERIA
The Extra-Mural Division
Monrovia, Liberia

ACTIVITIES

The Division of Extra-Mural Studies at the University of Liberia has been instituded as the extension arm of the University. This Division seeks to serve the people of Liberia by extending the outreach of the institution in terms of course scheduling hours, program locations and program content geared to the needs of people other than the regular day school clientele registered in the various colleges of the University.

Credit and non-credit courses are offered during the evening hours of 5:00 to 9:00 p.m. for men and women who wish to work either for a degree or just for self-improvement. The Extra-Mural Division, however, is not a degree granting unit of the University.

Credit courses offered by the Extra-Mural Division are designed primarily to allow people to acquire the Freshman and Sophomore general education requirements.

Non-credit seminars, conferences and workshops are offered to interested people from government, business and the general population as in-service training and special interest programs.

A major objective of the Extra-mural program is to establish off-campus centres where regular university courses taught by staff members from the university are offered for people desirous of professional improvement or course applicable toward an eventual degree.

The Extra-Mural Division invites inquiries from off-campus groups such as teachers, business people and public administrators, and will attempt to meet the requests of such groups where possible in terms of distance, sufficient student interest and instructor availability.

The teaching faculty for the Extra-Mural Division is drawn primarily from the various colleges of the University. This staffing pattern, coupled with full curriculum coordination with the various colleges insures that the high standards of the University will be maintained in all academic areas.

FINANCIAL RESOURCES

State Budget.

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MADAGASCAR / MALAWI

MINISTERE DE L'EDUCATION NATIONALE
Tananarive, Madagascar

DIRECTION DE L'ALPHABETISATION
Ministère de l'Intérieur
Tananarive, Madagascar

ASSOCIATION CHRETIENNE DES JEUNES FILLES
Avenue du Maréchal Foch
Behoririka
Tananarive, Madagascar

DIRECTION DE LA JEUNESSE CATHOLIQUE
Andohalo
Tananarive, Madagascar

MALAWI

THE EXTENSION STUDIES DEPARTMENT
University of Malawi
P.O. Box 5200
Limbe, Malawi

PUBLICATIONS

Newsletter: University of Malawi Centre for Extension Studies; occasionally

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MALI

SERVICE NATIONAL DE L'ALPHABETISATION
FONCTIONNELLE
Ministère de l'Education Nationale, de la
Jeunesse et des Sports
B.P. 71
Bamako, Mali

ACTIVITES

L'objectif principal est de réaliser l'alphabétisation fonctionnelle en vue d'accroître la productivité des cultivateurs du coton, du riz, de l'arachide dans la région agricole et d'améliorer la formation professionnelle des travailleurs dans la zone industrielle, tout en recherchant les méthodes les plus efficaces pour apporter une contribution positive et durable du développement, et pour améliorer les conditions d'existence des producteurs et de leurs familles. En outre, le projet renferme un centre national de production et de diffusion de matériel d'alphabétisation et sept directions régionales.

Utilisation du français dans le secteur industriel et de la langue nationale Bambara dans le secteur rural.

RESSOURCES FINANCIERES

Budget de l'Etat et aide d'organismes internationaux.

PUBLICATIONS

1. "KIBARU". Journal rural en bambara (depuis 1972)
2. Projet-pilote d'alphabétisation fonctionnelle, Bamako. Registre de présence. Nal sabatili sében. Evaluation.
3. Projet-pilote d'alphabétisation fonctionnelle. Bamako. L'alphabétisation fonctionnelle des ouvriers de l'Energie du Mali. Relation d'une expérience d'alphabétisation fonctionnelle dans une société d'état. Evaluation. 1971.
4. Une série de manuels d'enseignement en bambara et en français
5. Rapport d'activité sur l'évaluation au projet-pilote d'alphabétisation fonctionnelle du Mali. Novembre 1968
6. Centre National de l'Alphabétisation Fonctionnelle. Ministère de l'Education Nationale, de la Jeunesse et des Sports. Grammaire de la phrase bambara. 45 p.
7. L'alphabétisation fonctionnelle dans le développement économique. Centre National de l'Alphabétisation Fonctionnelle, Ministère de l'Education Nationale, de la Jeunesse et des Sports. Bamako, 1971.

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NIGERIA

THE NIGERIAN NATIONAL COUNCIL
FOR ADULT EDUCATION (NNCAE)
(Secretary: Dr. J.T. Okedara)
c/o Department of Adult Education
University of Ibadan
Ibadan, Nigeria

ACTIVITIES

The NNCAE, created in 1971, is built on national unity. The Executive Council is represented by government officials from the twelve states, Adult or Continuing Education Departments of Nigerian Universities, Voluntary Agencies and the Private Sector.
It is co-ordinating and planning adult education at the national level and is working towards realisation of goals such as :

- integration of adult education within the frame-work of over-all national education planning
- increase in the budget for adult education programmes in all the states as well as creation of an Adult Education Division in the Federal Ministry of Education
- provision of more extra mural faculties in Nigerian Universities
- establishment of national non-profit Correspondence Institutions under the Federal Ministry of Education
- enhancement of training programmes for primary and secondary school drop-outs
- promotion and execution of educational tours, vacation work camps, workshops conferences and community development projects

FINANCIAL RESOURCES

Federal budget, membership fees, donations.

PUBLICATIONS

Adult Education in Nigeria, the next ten years, Report of the Council's first Annual Conference held at Abdullahi Bayere College (Ahmadu Bello University) Kano, March 24-28, 1972, NNCAE, 1972. 145 p.

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NIGERIA

INSTITUTE OF AFRICAN ADULT EDUCATION
Department of Adult Education
University of Ibadan
Ibadan, Nigeria

ACTIVITIES

The Institute of African Adult Education (IAAE), set up by agreement between Unesco, the Federal Government of Nigeria and the University of Ibadan in 1965, is a regional institute to serve Africa South of the Sahara. The aims of the institute are:

- to carry out research, experiments and evaluation studies and to promote new approaches and techniques in adult education
- to provide a library and documentation clearing house on adult education with special reference to Africa
- to serve as a centre for international conferences, meetings and seminars in this field and
- to provide training facilities

To that end the institute has carried out several research and evaluation studies in adult literacy and the use of mass media for adult education, produced primers and follow-up reading materials organised a work-oriented functional literacy project among tobacco growers in Western Nigeria, organised functional literacy workshops in various states and a regional workshop for African countries and has offered facilities for several seminars and meetings and international conferences.

FINANCIAL RESOURCES

Budget of the University of Ibadan.

PUBLICATIONS

1. The Nigerian Adult Education Directory (1970-1971) by J.T. Okedara, IAAE, 1971, 182 p.
2. A comparative study in the use of two Primers in Teaching Adults to read in Western Nigeria by S.H.O. Tomori, IAAE, 1965.
3. A study of the Organisation of Adult Literacy Teaching in the Western Region of Nigeria, 1960-1964 by Mushtaq Ahmed, IAAE, 1966.

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NIGERIA

PUBLICATIONS

4. Tobacco Growers in Northern Oyo Division and adoption of new farming ideas and practices, prepared for the Functional Literacy Programme by A. Akiwowo and A.C. Basu, NISER, 1966.
5. Series of Literacy Books for Tobacco Growers (including job oriented readers) by S.H.O. Tomori and Mushtaq Ahmed, IAAE, 1967.
6. Survey of knowledge of Tobacco Operations by Ogunsheye, IAAE, 1968.
7. An evaluation study: attitudes associated with Functional Literacy in the Tobacco Farmers in Western Nigeria by M.A.O. Durojaiye, IAAE, 1970.
8. Work-oriented Functional Literacy in Nigeria by A.H. Nasution, FLW/Addis/2-Misc/SN4, 1970.
9. Voices of the World, Literacy for Development and Human Dignity by A.H. Nasution, IAAE, 1970.
10. Literacy in English, Book 1, Part 1 by S.H.O. Tomori, IAAE, 1970.
11. A village and its District in Yorubaland, Follow-up Reader, Book 1 by O.A.E. Egbebi, IAAE, 1970.
12. IAAE Newsletter, vol. I & II, IAAE, 1971.
13. Annotated long essays of Graduates of Adult Education and Community Development Diploma course, University of Ibadan 1965-1971, by J.T. Okedara, IAAE, 1971. 46 p.
14. Functional literacy, prepared for International Literacy Day by A.H. Nasution, 1971, 36 p.
15. A method of vocational training for farm workers by A.H. Nasution, IAAE, 1972.
16. From traditional to functional literacy and development by A.H. Nasution, IAAE, 1971. 76 p. + 4 app.
17. Government voices - People's voices, Literacy/Adult Education for Progress and Human Welfare, compiled by A.H. Nasution, IAAE, 1971. 28 p.
18. (in preparation) Annotated bibliography of Adult Education in Nigeria from 1940s to 1970s by J.T. Okedara, Department of Adult Education, University of Ibadan.
19. Annual Reports. University of Ibadan, Department of Adult Education.

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NIGERIA

DEPARTMENT OF ADULT EDUCATION
Faculty of Education
University of Ife
Ile-Ife, Nigeria

ACTIVITIES

Principles and practices of adult education appropriate to Nigeria. Special attention to the development of literacy and citizenship programmes in adult and continuing education. Methods of teaching adults to learn.

In preparation: Training courses for Teachers in Adult Education (probably from September 1974), Seminars for Adult Education Teachers evening classes (post graduate level).

Organises special courses: seminars, one saturday every month. Dispenses a Certificate of attendance.

The Department was founded in 1968; it is a Department of the Faculty of Education of the University of Ife.

FINANCIAL RESOURCES

Funded by the Government of Western State and assisted financially by the Federal Government of Nigeria.

PUBLICATIONS

No information.

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NIGERIA

THE CONTINUING EDUCATION CENTRE
University of Lagos
Lagos, Nigeria

ACTIVITIES

Continuing Education for adults is an integral part of the University of Lagos programme. Two Commissions proposed its establishment: the Ashby Commission which recommended both day and evening courses leading to degrees; and the Unesco Advisory Commission which echoed the recommendations of the Ashby Commission by keeping the University of Lagos in close touch with the practical needs of the country and by offering special courses, seminars and conferences on appropriate subjects for large groups of people.

It establishes interaction and consultation with the principal professional bodies of Nigeria, with commercial and employer associations, trade-unions, co-operative societies and similar bodies throughout the Federation.

Primarly a programme of post-professional short courses seminars were inaugurated in the business and industry sector; and a special series of evening seminars for banking executives. In October 1966, the University Senate created an independent Continuing Centre and established the Advisory Council on Continuing Education whose functions are: to advise community groups of the special continuing education resources of the University and to advise the Vice-Chancellor on matters affecting continuing educational needs in the community and to help create the opportunities whereby University resources can deal effectively with the educational needs of the community.

The Centre promotes, administers and co-ordinates all not-for-credit programmes offered by the various Faculties and Schools of the University; and has mounted several post-professional programmes in various aspects of business administration and/or advanced administrative management and government corporations in Lagos and other parts of Nigeria. The Centre has run courses in conjunction with the Lagos State Ministry of Education (Adult Education Division) and has also co-operated with the Economic National Commission for Africa and Ahmadu Bello and Ife Universities in arranging and conducting Advanced Trainers' Workshops.

Courses, seminars, workshops and conferences have also been conducted on regular basis in collaboration with several Institutes of different bodies such as architects, bankers, town planners, Estate surveyors and Valuers, etc.

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NIGERIA

Special seminars have been provided for small businessmen, indigenous contractors and senior officers in the Co-operative Movement. The Centre also provides specialized training programmes for trade union leaders.

In addition to the Centre's regular programmes, special courses, seminars and conferences will continue to be offered from time to time to meet the individual needs of specific industry, trade group, Government Ministry or Corporation, or the Trade Union Movement. The Centre will also continue to pursue its philosophy which regards to continuing education for all persons.

The Centre hopes to introduce video-tapes, records and other modern educational media techniques and proposes to establish a human relations laboratory.

FINANCIAL RESOURCES

Part-time Instructors are appointed from the community-industry, labour, government and government corporations, as well as international agencies.

The Canadian International Development Agency (CIDA) provided technical assistance in terms of training materials and equipment as well as attachment of personnel and training fellowship.

PUBLICATIONS

The Centre endeavour to assemble and develop teaching materials and other publications which can be used to good advantage in education and training in business and industry.
The following publications are available:

1. A summary report on the Conference on the Challenge of Small Business in Nigeria
2. A summary Report of the Co-operative Seminar on Issues facing Co-operative Development in Nigeria
3. On National Unity and Nigerian Foreign Policy
4. The Place of the Behavioural Sciences in Industrial Relations
5. A summary Report of a Conference for Training Officers: the Administration of Training Programmes
6. The C.E.C. of the University of Lagos. An evaluation
7. New trends in University Teaching

The Centre will continue to make its contributions to the University in this important connection.

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NIGERIA

THE DIVISION OF EXTRA-MURAL STUDIES
University of Nigeria
East-Central State
Nsukka, Nigeria

ACTIVITIES

The Division of Extra-Mural Studies is the academic unit of the University charged with the responsibility of extending University educational opportunities to adults both within and outside the University Campus.

The Division carries out these functions by organising both long term and short term intensive courses on the campus and off-campus. These courses may be in the form of seminars, conferences, workshops, symposia, refresher courses, in-service training, or extra-mural tutorial classes, etc., all aimed at helping people to continue their education.

Research projects in Adult Education and Mass media of information.

FINANCIAL RESOURCES

Financed by the Federal Military Government through the National Universities Commission. (as a unit of the University of Nigeria).

PUBLICATIONS

No information.

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NIGERIA

ADULT EDUCATION AND GENERAL
EXTENSION SERVICES UNIT
Ahmadu Bello University
Zaria, Nigeria

ACTIVITIES

The Unit provides education to adults in subjects appropriate to a University and according to social needs. Present important subject areas are: the indigenisation of business, trade unionism, health, Nigerian culture. Main means used are broadcasting and face-to-face teaching. The languages used are English and Hausa at present.

FINANCIAL RESOURCES

The Unit shares in the funds allocated to the University through the National Universities Commission. The funds come from the Federal Government and the Governments of the six Northern States.

PUBLICATIONS

The Unit prepares regular reports to its Advisory Board.

1. Lalage Bown - African Universities and Adult Education. Ahmadu Bello University, Adult Education and General Extension Services Unit, 1972, 25 p.

2. Lalage Bown - The education of adults and social change ABU Public lecture. Ahmadu Bello University, Adult Education and General Extension Services Unit, 1972. 29 p.

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NIGERIA

CONTINUING EDUCATION CENTRE
Ministry of Education
Benin City, Mid-Western State, Nigeria

ACTIVITIES

The primary objective of the Continuing Education Centre is to make education open to all by:

a) assisting all aspiring students who have left school and are desirous of continuing their education;

b) providing public enlightenment through Adult Education classes: helping the illiterate masses of people to acquire literacy.

The Centre is borne out of the philosophy that education is a life-long process which should not end with formal schooling.
The Centre organises the following courses:

a) academic courses, ordinary and advanced level, arts and sciences also by correspondence
b) non-academic courses, seminars, study groups and workshops
c) cultural activities, forums for discussions, debates and talks
d) sports and games, clubs and societies
e) mass literacy classes

Literacy classes for adults are being organised in various parts of the Mid-Western State. In 1971/72 academic year there were 185 adult literacy centres, 221 classes, 221 instructors and a total of 4.809 adults enrolled to attend these classes.
English is the language used in all courses. The legal status of the Centre is defined by the Education Edict, 1972, which empowers the Divisional Boards of Education to make "local arrangements for and organisation and supervision of adult education and adult literacy campaign".

FINANCIAL RESOURCES

Budget of the State. Fees from students in the academic courses and from students pursuing self-improvement courses.

PUBLICATIONS

Continuing Education Centre, General Information, Ministry of Education, Benin City.

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NIGERIA

MINISTRY OF INFORMATION
Public Enlightenment Division
P.M.B. 2054
Kaduna, North Central State, Nigeria

ACTIVITIES

The Division is responsible for establishment and control of Adult Literacy Schemes in the region. Literacy, and post-literacy courses and public enlightenment activities are organised. The Division provides also the training of literacy workers, teachers, writers and supervisors. In literacy courses emphasis is given to Funtional Literacy. Public enlightenment programmes through group discussions, educative film shows, study kits, and provision of notes and pamphlets cover a wide range of subjects such as agriculture, hygiene, home-crafts, nutrition, baby care, knitting and civics.
Much attention is given to the contents of literacy primers and other teaching materials, which have been revised to meet the present day needs.
The Hausa language is used in Literacy and public enlightenment courses and English in Post-Literacy classes.

FINANCIAL RESOURCES

Funds come from the State Budget. Private organisations, e.g. missionaries, give their support mainly in the form of reading materials.

PUBLICATIONS

1. Ibrahim Masanawa: Adult Education Memoranda. Adult Education Division, Ministry of Information, Kaduna, North Central State of Nigeria. 11 p.

2. Post Literacy Syllabus. Kaduna, North Central State of Nigeria.

Primers and other reading materials
e.g.
Kunnenka nawa (You and your country), Ministry of Information, Kaduna, North Central State of Nigeria.

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NIGERIA

ADULT EDUCATION DIVISION
Ministry of Education
Maiduguri, North-Eastern State, Nigeria

ACTIVITIES

The Division is mainly concerned with Literacy Campaigns. The major task at the moment is the transfer from the Traditional Literacy Programme, to Functional Literacy Programmes. Primers and follow-up reading materials are being produced on wheat and cotton farming. Efforts are being made to produce materials on other farming areas and walks of life. In post literacy classes English lessons are also introduced. As new programmes there are proposals to start vocational classes for primary and secondary school drop-outs. For women there are courses in Homecrafts: sewing, knitting, hygiene, sanitation, child care.
Functional and post literacy programmes are becoming very popular, the main problems are now: lack of efficient machines which can produce literacy materials at faster rates and lack of adequate means of transport to convey the field workers to all the rural and urban centres.
Local languages: Hausa, Fulfulde and Kanuri are generally used in programmes, English in post literacy classes.

FINANCIAL RESOURCES

State Budget and local resources.

PUBLICATIONS

Functional Literacy Primers and Follow-up Readers, published jointly by the Ministry of Education and the Ministry of Natural Resources of North-Eastern State:

1. Kyautata Noman Auduga; Littafi na farko, biyu
2. Ka Koyi Noman Alkama; Littafi na farko
3. Yadda Alkama Ta Ke Rayuwa; Littafi na biyu
4. Aikace-Aikacen Watan Janairu Da Fabrairu; Littafi na hudu
5. Kasuwanci Ta Gama Kai; Littafi na biyar

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NIGERIA

ADULT EDUCATION DIVISION
Ministry for Local Government
Benue Plateau State, Jos, Nigeria

ACTIVITIES

Literacy campaigns are the main concern of the Division. Two projects are being started, one is a Functional Literacy Project on Farming, the other a Women's pilot scheme. The latter begins with training a group of women instructresses first in literacy and then in home economics (preparing clean food, clean water, knitting and sewing, making native soap). The course includes lectures and demonstrations on government, citizenship and democracy.
Local languages, Hausa, Tiv and Idoma are used in the projects.

FINANCIAL RESOURCES

The activities are sponsored partly by the Government, which is responsible for policy making and training the staff and partly by local authorities, which are responsible for paying salaries and subsistence allowances to organisers and instructors. There is some financial aid from voluntary organisations, missionaries and muslim bodies.

PUBLICATIONS

A publication under preparation.

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NIGERIA

INSTITUTE OF LINGUISTICS
P.O. Box 790
Jos, Benue Plateau State, Nigeria

ACTIVITIES

The Institute of Linguistics is the Nigerian branch of the International Summer Institute of Linguistics (SIL, Headquarters in the USA), whose members come from more than 15 countries. The work of SIL is being carried on in 47 languages in West Africa. The activities of the Institute may be devided into three main categories: linguistic research, the translation of the Bible and literacy.
In the field of literacy the objectives are the following:

- formulation and testing of an orthography (writing system)
- publication of a substantial body of post-primer reading material, sufficient to develop and sustain the reading habit
- training of local writers and developing of means of producing and distributing the literature that they produce (usually through a local literature committee)
- testing and publication of a primer or a series of primers, supplementary reading materials, teacher's guides etc.
- training of teachers and of those who in turn will train others
- teaching of a substantial nucleus of people to the point where they have acquired the habit of reading and can read relatively difficult material (e.g. the New Testament) without undue difficulty
- a plan for the continuation of a literacy and literature programme after the withdrawal of the Institute's own members.

At present 26 Nigerian languages are represented at the Literacy Workshop, where the major projects are to write and develop primers in these languages.
The Institute is registered with the Nigerian Government as a Charitable Trust.

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NIGERIA

FINANCIAL RESOURCES

Members of the Institute are supported on a personal basis by interested individuals, churches and other groups, almost entirely in their home countries. Administrative expenses are covered in the same way, though grants and donations are occasionally received from foundations and other funding agencies for specific projects.

PUBLICATIONS

1. Constitution and aims and objects of the Institute of Linguistics (Nigeria). Trust. 5 p.
2. Annual report, Institute of Linguistics, 1971, 1972.
3. Research studies, Bible translations, primers (for complete list of publications, address to the Institute).

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NIGERIA

PASTORAL INSTITUTE BODIJA
P.O. Box 1784
Ibadan, Nigeria

ACTIVITIES

The Pastoral Institute, Bodija, is an information and research centre established by Bishops of the Lagos Ecclesiastical Province. The scope of the activities of the Institute is very large both with regard to the areas of education and the people who receive education (priests, farmers, teachers, etc.). One of the main concerns of the Institute is the training of personnel who are engaged in all aspects of community development. For this purpose short courses lasting from one to ten days are organised. Special emphasis is given to religious education and producing and distributing of publications. Many workshops and seminars are organised at the Institute. English is used in the activities. Programmes have both men and women participants. The statutes from the bishops of the area define the legal status and the activities of the Institute.

FINANCIAL RESOURCES

The Institute is locally sponsored, with some assistance from Misereor. Western State Government gives assistance to some courses for field workers from government and voluntary agencies. Funds are also allocated by the Roman Catholic Church.

PUBLICATIONS

1. PI Newsletter (monthly), Pastoral Institute Bodija
2. Bodija Bulletin (quaterly), Pastoral Institute Bodija
3. Occasional publications (advertised in the Newsletter) e.g. Development in Towns, Report of a Seminar sponsored by the Community Development Group, Pastoral Institute Bodija, Ibadan, 1973).

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NIGERIA

EDUCATION BRANCH
Headquarters
Nigerian Army
Lagos, Nigeria

ACTIVITIES

The Education Branch organises Literacy courses and prepares various programmes for functional education and continued education. All activities are in the English language, and meant for both men and women. The activities are defined by a Charter.

FINANCIAL RESOURCES

The Federal State Budget.

PUBLICATIONS

Information Briefs of current affairs.

MINISTRY OF EDUCATION, INSPECTORATE DIVISION
Government of the Rivers State
P.M.B. 5020
Port Harcourt, Nigeria

ACTIVITIES

The Division's concern is to eradicate illiteracy from the region. It organises Functional Literacy courses and demonstrations in nutrition. Courses in Economics, Carpentry and Electronics are meant for men, and courses in dress-making, cookery and nutrition are held for women. Typing courses have both men and women participants.
English and the local language are used in the activities.

FINANCIAL RESOURCES

State Budget.

PUBLICATIONS

No information.

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NIGERIA

THE ADULT EDUCATION SECTION
Ministry of Education
Enugu, East-Central State, Nigeria

THE ADULT EDUCATION SECTION
Ministry of Education
Kano State
Kano, Nigeria

THE ADULT EDUCATION SECTION
Ministry of Education
Kwara State
Ilorin, Nigeria

THE ADULT EDUCATION SECTION
Ministry of Education and Community Development
Lagos State
216 Yakubu Gowon Street
Lagos, Nigeria

THE ADULT EDUCATION SECTION
Ministry of Education
Mid-Western State
Benin City, Nigeria

THE CITIZENSHIP & LEADERSHIP
TRAINING CENTRE
P.M.B. 1187
Apapa, Lagos, Nigeria

THE SHASHA SOCIAL DEVELOPMENT
TRAINING CENTRE
Western State
Iperu, Nigeria

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NIGERIA

THE SOCIAL DEVELOPMENT DIVISION
Ministry of Economic Planning and Reconstruction
Western State
P.M.B. 5170
Ibadan, Nigeria

THE ADULT EDUCATION DIVISION
Ministry of Education
South-Eastern State
3 Webber Street
Calabar, Nigeria

THE ADULT EDUCATION DIVISION
Ministry of Education
North-Western State
Sokoto, Nigeria

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REPUBLIQUE CENTRAFRICAINE

SERVICE DE L'ALPHABETISATION
Ministère de l'Education Nationale
Bangui, R.C.A.

RWANDA

DEPARTEMENT DES AFFAIRES SOCIALES,
EDUCATION DES ADULTES
Ministère de la Santé Publique
et des Affaires Sociales
B.P. 60
Kigali, Rwanda

ACTIVITES

Les activités principales du Service d'Education des Adultes consistent à sensibiliser les masses paysannes en vue de les aider à découvrir leurs besoins surtout les plus immédiats et de trouver avec elles les moyens de satisfaire ces besoins. Les cours d'alphabétisation (lecture, écriture et calcul) sont organisés à l'intention des masses analphabètes.

Les directives pour la réussite de la mission des animateurs alphabétiseurs sont diffusées huit fois par semaine par le canal de la radio-diffusion nationale durant un quart d'heure chaque fois. Le système de notes et circulaires est remplacé par celui de contacts directs avec les animateurs sur le terrain.

La langue utilisée dans les activités est le Kinyarwanda, langue nationale, et l'une des deux langues officielles.

On organise des activités séparées pour les hommes et les femmes tout en veillant à la coordination qui assure une collaboration et une complémentarité nécessaire.

Le service est intégré dans les services administratifs du Gouvernement.

RESSOURCES FINACIERES

Budget de l'Etat, ainsi qu'une aide du secteur privé.

PUBLICATIONS

Pas d'information.

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SENEGAL

DIRECTION DE L'ANIMATION
Building Administratif
Avenue Roume
Dakar, Sénégal

MINISTERE DE LA JEUNESSE ET DES SPORTS
Dakar, Sénégal

DELEGATION GENERALE A LA PROMOTION HUMAINE
Building Administratif
Avenue Roume
Dakar, Sénégal

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SIERRA LEONE

THE DEPARTMENT OF EXTRA-MURAL STUDIES
Fourah Bay College
University of Sierra Leone
Freetown, Sierra Leone

ACTIVITIES

The Extra-Mural Studies Department exists to extend the advantages of education of a University standard to adults who are unable to enter the College or to assist them to attain the level of University entrance. Eventually it will provide facilities for obtaining external degrees, diplomas, etc. This it does by the provision of classes, lectures, schools (some residential), seminars, and similar activities throughout Sierra Leone. It may also provide refresher courses for professional and similar groups, training in adult education methods, including mass literacy, the training of community leaders, and conferences for the study of problems of community interest. It co-operates with and advises Government Departments and voluntary organisations, such as the Workers' Educational Association, on adult education programmes. It undertakes study and research in adult education and problems connected therewith such as social change and development. In short, its function is the general stimulation of the intellectual and cultural life of the community.

FINANCIAL RESOURCES

State Budget.

PUBLICATIONS

No information.

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SOMALIA

THE NATIONAL ADULT EDUCATION CENTRE
P.O. Mogadishu
Mogadiscio, Somalie

SUDAN

SCHOOL OF EXTRA-MURAL STUDIES
University of Khartoum
Khartoum, Sudan

ACTIVITIES

The School of Extra-Mural Studies organises courses at University Level for students from various Ministries working in the field of social services. The subjects are:

- social work, post-graduate and post-secondary courses
- rural education
- librarianship, elementary and advanced courses
- youth leadership
- evening classes in languages, statistics, accountancy and co-operative training

The School is holding conferences, seminars and public lectures in the field of socio-economic development, and publishes reports and lectures which are of general or academic interest. The School is also sponsoring social activities such as concerts and art exhibitions, and participating in study tours abroad. The School offers in addition a one-year post-graduate course leading to a Diploma in Adult Education. It aims to provide: a) intensive study of the basic principles of adult education and related general subjects and b) practical work especially in regard to methods of communication.

The students shall be required to take the following courses:

1. Philosophy, aims and principles of adult education
2. Organisation and practice of adult education
3. Comparative adult education
4. a) Psychology of adult education
   b) Theory and techniques of communications
5. Optional courses. Two courses to be selected from the following:
   (a) Community Development
   (b) Agricultural Extension
   (c) Cooperation
   (d) Services related to the needs of Youth
   (e) Social Work
   (f) Economics and Sociology of Education
   (g) Functional Literacy

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SUDAN

FINANCIAL RESOURCES

The University, including the School of Extra-Mural Studies is financed by the budget of the Central Government.

PUBLICATIONS

1. Sudan Animal Wealth. Sudan Veterinary Association. 10 p.
2. Margani, A.R. & Makki Abbas: Sudan Ten Year Plan of Economic and Social Development 1962-70-71. 10 p.
3. Conference on Industry in the Sudan. Final report and recommendations Erkowit, 19-24 September 1966. Economic Commission for Africa, 25 p.
4. Muddathir, A.R.- The development of British policy in the Southern Sudan 1899-1947. 60 p.
5. Daniel, N.A.- Islam and Napoleon (out of print). 25 p.
6. Shoush, M.I.- Modern Sudanese Poetry. 30 p.
7. English in the Sudan, Conference held in the U.K. 100 p.
8. Boitenholz, P.G.- Mind (out of print). 25 p.
9. Crew, W.- Basic Sudanese Arabic. 200 p.
10. Beshir Imam, F.- Sudan Path to self-sufficiency. Studies presented to the 2nd Erkowit Conference. 800 p.
11. Beshir Imam, F.- Industry in the Sudan. Studies presented to the 1st Erkowit Conference. 400 p.
12. School of Extra-Mural Studies; University of Khartoum: Annual Report 1971-1972. Khartoum, 1972.

in print : Manpower and Education
Transport in the Sudan

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SUDAN

NATIONAL COUNCIL OF LITERACY AND
ADULT FUNCTIONAL EDUCATION
c/o the Secretary
Adult Education Department
Ministry of Education
P.O. Box 2558
Khartoum, Sudan

ACTIVITIES

The National Council has been established by the Presidential Literacy and Adult Functional Education Act, 1971. This Council is formed by the Ministry of Education and includes representatives of the Ministries and organisations concerned and the occupational and the people's organisations. Its main functions are:

- to determine the policy and to plan for literacy and adult functional education
- to organise means of financing literacy and adult functional education projects
- to co-ordinate the activities of the governmental and the people's bodies and the organisations and specialised agencies of the United Nations and the regional organisations in the fields of literacy and adult functional education
- to supervise the establishments of and follow-up the institutes for preparation and training of specialists in literacy and adult functional education
- to set out the standing orders appointing schedules and centres of study and the required duration of the literacy course and the means of implementation
- to advise concerning the educational curricula drawn by the Ministry of Education for literacy and adult functional education.

The Council is to meet three times a year, at least. In each province a Regional Council has been established to execute the plan designed by the National Council and to provide it with necessary data and information related to this work.

FINANCIAL RESOURCES
State Budget.

PUBLICATIONS

Literacy and Adult Functional Education Act, 1971.

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SUDAN

ADULT EDUCATION DEPARTMENT
Ministry of Education
P.O. Box 2588
Khartoum, Sudan

ACTIVITIES

The Department's concern is to spread literacy among all Sudanese citizens. It organises literacy courses based on Functional Literacy, agriculture, industry, home economics, child care, nutrition and civics.

Courses are run separately for men and women. Arabic is used in all activities.

FINANCIAL RESOURCES

State Budget
Local Government Councils
Private and voluntary organisations

PUBLICATIONS (in Arabic)

1. Reading materials for the literacy courses
2. Teachers'notes
3. Yearly final report
4. Research and evaluation reports

THE SOCIAL DEVELOPMENT BOARD
Sudan Gezira Board
Barakat, Sudan

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SWAZILAND

THE MINISTRY OF LOCAL GOVERNMENT
P.O. Box 432
Mbabane, Swaziland

THE SEBENTA NATIONAL INSTITUTE
P.O. Box 64
Mbabane, Swaziland

THE UNIVERSITY OF BOTSWANA,
LESOTHO AND SWAZILAND
P.O. Luyengo
Luyengo, Swaziland

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TANZANIA

INSTITUTE OF ADULT EDUCATION
P.O. Box 20.679
Dar-es-Salaam, Tanzania

ACTIVITIES

The Institute of Adult Education of the University of Dar-es-Salaam is today one of the main instruments for the training of adult educatiors in Tanzania and for the development and implementation of modern adult education methods throughout the country.

The Institute has the following departments:

1. Publications, radio, and audio-visual aids departments, training of adult educators in publishing, radio programme production and the use of audio-visual aids, and publishing papers and books on and for adult education.

2. Training Department conducting of training programmes of various duration for present and prospective teachers and organisers of adult education, with the overall objective to promote the trainees' efficiency and dedication in their future roles as adult educators.
   Programmes consist of:

   - diploma course in adult education
   - adult education option for 3rd year education students at the University
   - short training course in adult education

3. National Correspondence Institution extending adult education to those Tanzanians who cannot be reached by face-to-face instruction. It will teach by correspondence courses supported by radio broadcasts, and short residential courses when possible.

4. Research Department originating and carrying out research and evaluation projects in areas of national priority; assisting other staff members in carrying out their own research projects and teaching about and disseminating information about research to staff members, students and interested organisations.

5. Regional Centres

   - Dar-es-Salaam Resident Tutor, P.O. Box 20.679
   - Moshi Resident Tutor, P.O. Box 726
   - Mwanza Resident Tutor, P.O. Box 223

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TANZANIA

- Mbeya Resident Tutor, P.O. Box 379
- Songea Resident Tutor, P.O. Box 113

These centres are serving as extensions of all the various departments of the Institute Headquarters and to a limited extent as extensions of the University as a whole. Programmes organised at the centres are:

- evening courses
- short training courses in adult education
- public lectures and week-end or one-day schools

6. Special programmes consisting of workers' education, Mature Age Entry Schemes and the Certificate course in Law.

The national language Swahili and English are used in the activities. The Institute was established by an act of Parlament in 1970. It becomes an autonomous organisation in July 1974.

FINANCIAL RESOURCES

State Budget.

PUBLICATIONS

1. ELIMU YA WATU WAZIMA SASA (Adult Education now) bilingual periodical published three times a year, Institute of Adult Education, University of Dar-es-Salaam.
2. Studies in Adult Education, Occasional, Research Findings. Institute of Adult Education, University of Dar-es-Salaam.
3. Adult Education Directory. A guide to agencies, courses and facilities in Tanzania, published yearly, Institute of Adult Education, University of Dar-es-Salaam.
4. Adult Education Handbook. Institute of Adult Education, Tanzania Publishing House, Dar-es-Salaam, 1973, 269 p.
5. Group Work Leadership. Institute of Adult Education, University of Dar-es-Salaam, Brevskolan, Stockholm, 1971, 57 p.
6. Mhaiki, P.J. & Hall, B.L.- The integration of adult education in Tanzania. Institute of Adult Education, University of Dar-es-Salaam, 1972, 113 p.

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TANZANIA

7. Trends of the Institute of Adult Education to meet the Socialist Development of Tanzania. Institute of Adult Education, University of Dar-es-Salaam.

8. Institute of Adult Education, Information Brochure. Institute of Adult Education, University of Dar-es-Salaam, 1972.

9. Beattie, J.K.- Tests used in the selction of Mature Age candidates for 1972 entry to the University of Dar-es-Salaam. Institute of Adult Education, University of Dar-es-Salaam, 1972. 14 p.

10. Hall, B.L.- A survey of District Education Officers for Adult Education. Institute of Adult Education, University of Dar-es-Salaam, 1970, 29 p.

11. Hall, B.L. & Yusuf, K.- Preliminary report of District Adult Education Officers' Opinion 1972. Institute of Adult Education, University of Dar-es-Salaam, 1972.

12. Tanzania kabla na baada ya Uhuri (a Kiswahili book on modern Tanzanian history). Institute of Adult Education, University of Dar-es-Salaam, 1971.

13. How to learn by correspondence. National Correspondence Institution, Institute of Adult Education, University of Dar-es-Salaam, 18 p.

14. Study booklets for correspondence courses.

15. Erdos, R.F.- Steps in building. A correspondence teaching Institution. National Correspondence Institution, Institute of Adult Education, University of Dar-es-Salaam. Paper presented at the Conference and Workshop on Correspondence Education in Africa, in Nairobi June 1973.

16. Hall, B.L.- Wakati Wa Furaha. An evaluation of a radio study group campaign. Research report no. 13. Scandinavian Institute of African Studies, Uppsala, 1973. 47 p.

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TANZANIA

MINISTRY OF NATIONAL EDUCATION
Division of Adult Education
UNDP/UNESCO Literacy Project
P.O. Box 1141
Mwanza, Tanzania

ACTIVITIES

One of the Division of Adult Education's main projects is the Work-Oriented and Functional Literacy Project supported by UNDP/Unesco. Courses developed within the pilot project area of the four Lakes Region of Tanzania, and now adapted to the country as a whole, for the following crops: cotton, banana, rice and maize, for cattle keeping, fishing, home economics and politics. Courses on cashew nut, coconut and wheat growing are under preparation at the moment. Courses have complementary demonstration programmes.

The first phase of the project as part of Unesco World Experimental Literacy Programme ran from 1968 to 1973. The second phase to assist the National Literacy Campaign is now under way as "Curriculum, Programmes and Materials Development Project".

Kiswahili is the language used, and the courses are common for men and women except for home economics, which is for women alone.

FINANCIAL RESOURCES

The project is financed by the Ministry of Education of Tanzania and UNDP/UNESCO.

PUBLICATIONS

1. National Coordination Committee reports.
2. Bhola, H.S.- Literacy Teachers of Adults: an evaluation report on training and performance of voluntary teachers in a Functional Literacy Project in Tanzania. UNESCO/UNDP Work-Oriented Adult Literacy Pilot Project, Mwanza, 1970, 101 p.
3. Adult Education and National Development in Tanzania. Ministry of National Education, Division of Adult Education, 1974.
4. The Development of Adult Education in Tanzania 10 years after Independence. Ministry of National Education, 1971.

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TANZANIA

CO-OPERATIVE UNION OF TANGANYIKA LTD.
Co-operative Education Centre
P.O. Box 3091
Moshi, Tanzania

ACTIVITIES

The Co-operative Education Centre is part and parcel of the whole co-operative training programme in Tanzania established alongside its sister organisation the Co-operative College, and is thus concentrating on co-operative training in its activities.
Both Kiswahili and English are used in the courses.

FINANCIAL RESOURCES

State Budget, in conjunction with the co-operative movement.

PUBLICATIONS

1. Co-operative Education Plan for Tanzania 1969-1974. Co-operative Education Centre, Moshi, 1969, 39 p.
2. Study Units, eg: Primary Societies Course Units
   Book-keeping for consumer Societies Course Units
   Elementary book-keeping Course Units
3. Handbook on Co-operative Education, Co-operative Education Centre, Moshi.
4. Report on a survey of Study Groups, " "
5. Studies on Group Leadership, " "
6. Syllabus for Member Education Campaign, " "

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TANZANIA

MSIMBAZI CENTRE
P.O. Box 2428
Dar-es-Salaam, Tanzania

ACTIVITIES

The Centre organises courses mainly in commercial subjects: book-keeping, commerce, stores administration, salesmanship, typewriting, office practice, English and political education. A two-years' full time home-craft course is given for girls. Entry qualifications for all courses are Ex-standard 7 and above.

By virtue of the centre being the property of the Archidiocese of Dar-es-Salaam it is therefore automatically operative on the Diocese's status.

The languages used in the courses are English and Kiswahili.

FINANCIAL RESOURCES

Archidiocese of Dar-es-Salaam (Roman Catholic).

PUBLICATIONS

No information.

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TANZANIA

THE RURAL DEVELOPMENT DIVISION
P.O. Box 2248
Dar-es-Salaam, Tanzania

THE CIVIL SERVICE TRAINING CENTRE
P.O. Box 2574
Dar-es-Salaam, Tanzania

THE KIBAHA EDUCATIONAL CENTRE
Kibaha, Tanzania

KIVUKONI COLLEGE
P.O. Box 9193
Dar-es-Salaam, Tanzania

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TCHAD

DIRECTION DU CENTRE NATIONAL D'ALPHABETISATION
Ministère de l'Education Nationale, de la
Culture, de la Jeunesse et des Sports
B.P. 826
N'Djamena, Tchad

ACTIVITES

Les activités du Centre sont axées surtout sur des cours d'alphabétisation (alphabétisation systématique et alphabétisation fonctionnelle).

On utilise le français pour les activités et en plus le Mousseye qui n'est utilisé que dans une très petite partie de la province de Mayo-Kebbi.

Les activités sont généralement communes aux hommes et aux femmes.

Un Décret établit le statut du Centre.

RESSOURCES FINANCIERES

Budget de l'Etat.

PUBLICATIONS

Un premier livret de lecture a été publié.

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TOGO

MINISTERE DE L'EDUCATION NATIONALE
Lomé, Togo

MINISTERE DES AFFAIRES SOCIALES
Lomé, Togo

PUBLICATIONS

GAME SU: IL EST TEMPS
Journal rural togolais, édité par le Ministère des Affaires Sociales avec la collaboration du Ministère de l'Information.

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UGANDA

THE MANAGEMENT TRAINING ADVISORY CENTRE
P.O. Box 4655
Kampala, Uganda

THE NSAMIZI TRAINING CENTRE
P.O. Box 92
Entebbe, Uganda

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UGANDA

THE CENTRE FOR CONTINUING EDUCATION
Makerere University
P.O. Box 7062
Kampala, Uganda

ACTIVITIES

The Centre for Continuing Education concerns itself with the following activities:

1. It offers courses leading to the Makerere Intermediate Certificate and the Adult Studies Certificate courses, and the Preliminary English and Introductory English courses (through correspondence tuition supported by short residential courses). It also plans to offer East African Advanced Certificate of Education courses through correspondence programmes. As a long time aim, the Centre plans to introduce external degree courses.

2. It carries out training of adult educators and does research in Adult Education. It conducts study skills, offers evening classes, and day release courses and conducts workshops on adult education.

3. It attempts to identify needs of adult learners, carries out the University's extension work in the country and acts as liaison between other national and International Adult Educators' Associations and the University.

The Centre is organised under the following divisions:

1. General and Professional Education Division
2. The Extra-Mural and Community Education Division
3. The Training of Adult Educators Division
4. The Service Unit Division

FINANCIAL RESOURCES

Government as for University.

PUBLICATIONS

No information.

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ZAIRE

UNIVERSITE NATIONALE DU ZAIRE
Centre Interdisciplinaire pour le
Développement et l'Education Permanente
B.P. 801
Kinshasa XI, Zaïre

ACTIVITES

Le Département Extra-Muros qui s'occupe de l'éducation des adultes dans le Centre Interdisciplinaire pour le Developpement et l'Education Permanente a pour tâche, du moins dans l'immédiat, de se rendre compte de ce qui est réalisé dans ce domaine et surtout d'éveiller l'attention des milieux responsables au problème de l'éducation des adultes.

SERVICE DE L'EDUCATION DES ADULTES
Département des Affaires Sociales
Kinshasa, Zaïre

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ZAMBIA

DEPARTMENT OF EXTRA-MURAL STUDIES
University of Zambia
P.O. Box 2379
Lusaka, Zambia

ACTIVITIES

The functions of the Extra-Mural Department, laid down by the University Senate are:

- provision of study of a University nature to the general public by all means available and appropriate (weekly classes, residential courses, public lectures, radio and television, correspondence, publications)
- provision of training in adult education for University graduates or under-graduates who may become University Extra-Mural tutors, and for workers in adult education schemes maintained by Government or voluntary agencies
- research (academic or adult education disciplines)
- promotion of links between University and community by any other means within its power.

The Department runs class programmes, organises various conferences, seminars, workshops, and short courses. It has also carried out several educational broadcasting programmes in co-operation with the Zambia Broadcasting Services. In Adult Education Training programmes the Department offers one-year full time Certificate Courses for adult educators from different institutions. Other forms of training are vacation courses for University under-graduates and part-time tutors' conferences. Activities are carried out also in the provinces, where the organising is mainly the responsibility of Extra-Mural Resident Tutors.

FINANCIAL RESOURCES

Budget of the University of Zambia.

PUBLICATIONS

1. Annual reports. Department of Extra-Mural Studies, University of Zambia.
2. Report of a Conference on the role of the University in Adult Education Training. Lusaka, December 1966, University of Zambia, Department of Extra-Mural Studies, Lusaka, 1967, 102 p.
3. Alexander - Extra-Mural programmes in Zambia's Eastern Province, in the International Congress of University Adult Education Journal, July 1971.

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ZAMBIA

MINDOLO ECUMENICAL FOUNDATION
P.O. Box 1493
Kitwe, Zambia

ACTIVITIES

Mindolo Ecumenical Foundation is the largest of the church-sponsored adult education (lay training) centres in Africa. It gives training mainly in three fields:

- domestic science training for women and girls, both in residential courses and with mobile training teams in rural and peri-urban areas of Zambia
- youth leadership training
- industry and commerce training for managers, supervisors, secretaries, trade unionists, etc.

The activities of the centres are defined by the constitution of the Foundation.

English is the language used in the courses, with provisions for bilingual English/French in Pan-African Conferences.

FINANCIAL RESOURCES

World Council of Churches
All-African Conference of Churches
Christian Council of Zambia

PUBLICATIONS

1. Annual reports, Mindolo Ecumenical Foundation
2. MEF-Newsletter (2-3 times a year). Mindolo Ecumenical Foundation
3. Occasional papers; reports of conferences and seminars
4. Constitution (not received)

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ZAMBIA

FAMILY PLANNING AND WELFARE
ASSOCIATION OF ZAMBIA
Canada House, President Avenue
P.O. Box 6164
Ndola, Zambia

ACTIVITIES

The Association is established to promote family happiness and stability; some of its objectives are:

- to work towards a state of society in which the welfare of the family shall receive primary consideration
- to collect and disseminate knowledge and ideas concerning population, social and economic trends, psychological problems, up-bringing of children, spiritual education and other matters relevant to safeguarding marriages and family units
- to make available knowledge about scientific contraception and information which will enable people to space or limit their families
- to make available such guidance as may promote the right relationship in marriage and parenthood, and wise spacing and planning of families

The activities mainly consist in lecturing tours, where the Family Planning officers are talking and giving demonstration to different groups on family planning methods, nutrition, health care and on various aspects of healthy family living. The organisation of the Association is defined by constitution.

English is used in lectures, occasionally also some national language depending on the group to which the officers are talking.

FINANCIAL RESOURCES

International Planned Parenthood Federation.

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ZAMBIA

PUBLICATIONS

1. Lecture notes (various)
2. Family Planning and Welfare Association of Zambia: The Women's role in socio-economic development. 1973, 3 p.
3. Family Planning and Welfare Association of Zambia: Economic Development and family planning. 1974, 3 p.
4. Family Planning and Welfare Association of Zambia: Constitution (n.y.) 9 p.

THE ZAMBIA ADULT EDUCATION ASSOCIATION
P.O. Box RW 232
Ridgeway
Lusaka, Zambia

THE ADULT EDUCATION SECTION
Ministry of Education
P.O. Box RW 93
Ridgeway
Lusaka, Zambia

THE PUBLICATIONS/BROADCASTING SECTION
Ministry of Rural Development
P.O. Box RW 197
Ridgeway
Lusaka, Zambia

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